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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. Among the topics dealt with in the 22 titles are the following: (1) the influence on reading ability and behavior of instructional objectives, the answering of self-generated questions, writing in the expressive mode, instruction in critical reading skills, and levels of cognitive development; (2) reading and study skills programs in Alabama's state-supported two-year and four-year colleges; (3) college students' reading ability and the readability of their textbooks in relation to each other and as predictors of academic achievement; (4) the reading interests of elementary classroom teachers, adult new readers, and older adults; (5) relationships between reading ability and degree of self-actualization in prospective teachers; (6) computer-based instructional management versus individually prescribed reading instruction for community college students; (7) reading achievement and readability of job-oriented materials in relation to job performance; (8) programs in remedial study skills training for college freshmen and in effective reading for professional adults; and (9) instructional methods to facilitate the prose learning of college students. (GT)

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THE EFFECTS OF DIFFERENT LEVELS OF COGNITIVE DEVELOPMENT UPON THE READING ACHIEVEMENT SCORES OF SELECTED COMMUNITY COLLEGE STUDENTS

AN EXPERIMENTAL STUDY TO ASCERTAIN WHETHER INSTRUCTIONAL OBJECTIVES ACT IN A MANNER SIMILAR TO TEST-LIKE EVENTS IN THEIR CONTROL OF MATHEMAGENIC BEHAVIORS IN READING Order No. 8005979

BILDERBACK, EDWARD WILLIS, PH.D. *The Pennsylvania State University*, 1979. 183pp. Adviser: Ronald L. Koble

Test-like events have been shown to have different effects on the learning of information from prose material depending on whether they are placed before or after the prose material. Questions appearing before the prose material tend to focus the reader's attention on the question-relevant information resulting in elevated question-relevant information post-test scores and depressed question-incidental information post-test scores. The same questions appearing after the prose material tend to reinforce general, positive, reading behaviors resulting in elevated question-relevant and question-incidental post-test scores. The major issue of interest in the present study was: Do pre-objectives and post-objectives act in a manner similar to test-like events in their influence on reading behavior? To investigate this issue, the following three hypotheses were tested: (1) Subjects provided with pre-objectives and a prose passage attain significantly higher scores on a post-test of retention of objective-relevant information than subjects who read only the prose material. (2) Subjects provided with post-objectives and a prose passage attain significantly higher scores on a post-test of retention of objective-relevant information than do subjects provided with pre-objectives and the prose and subjects who read only the prose material. (3) Subjects provided with post-objectives and a prose passage attain significantly higher scores on a post-test of retention of objective-incidental information than subjects provided with pre-objectives and the prose.

One hundred and twenty-nine subjects were randomly assigned to one of three treatments: (1) pre-objectives, (2) post-objectives, or (3) no objectives. Following practice with the use of behavioral objectives, all subjects studied a prose passage for seven minutes which described a fictitious solar system and its inhabited planets. The prose passage was accompanied by pre, post, or no objectives. After the seven-minute treatment period, the subjects viewed a motion picture for fourteen minutes to help offset the effects of short-term memory. Then, a 66-item post-test of retention of factual information was administered. Thirty-three of the post-test items were keyed directly to the objectives (objective-relevant), the other 33 items had no relation to any of the objectives (objective-incidental). A 3 x 2 analysis of variance was used to analyze the data.

The findings of this study failed to support the major hypothesis of the study. Upon reviewing the data, the lack of variability among the treatments seemed to indicate that the subjects were not given sufficient time to use the experimental materials. This supposition was further supported by a graph of the trend of the treatment means which indicated definite, but non-significant, movement in the directions predicted. Based on the data analysis, it was recommended that the study be replicated using a longer study period during the data collection phase.

THE EFFECTS OF ANSWERING SELF-GENERATED QUESTIONS ON READING Order No. 8005236

BLAHA, BARBARA AGNES, ED.D. *Boston University School of Education*, 1979. 239pp. Major Professor: Dr. Thomas E. Culliton, Jr.

The purpose of this study was to determine if teaching college freshmen to generate and answer questions while reading would improve their reading comprehension, their rate of reading, and their organizational skills in reading. An investigation was also made to determine if such reading instruction would improve the students' organizational skills in writing.

The reading program constructed to accomplish the above consisted of a series of paragraphs and longer selections taken from textbooks. Each of these selections was preceded by one or more of the following questions: (1) What topic is this paragraph concerned with? (2) What generalization is made about the topic? (3) What aspects develop this generalization?

This reading program was integrated into three college composition classes and was taught by the composition instructors. Each class consisted of approximately twenty-five students. In addition to this experimental group, three composition classes were utilized for control purposes. Both groups were pretested and posttested on *The Nelson-Denny Reading Test* and *The Test of Organizational Skills in Reading* to measure the relative gain in reading comprehension, rate of reading, and organizational skills in reading. Each student also wrote a paragraph on the topic of television before and after the program. These paragraphs were evaluated according to the effectiveness of their organization. Because there was a significant difference in initial reading ability between the experimental and control groups, the analysis of covariance was used to determine if a significant difference in the three components of reading existed between the groups at the completion of the program. Since there was no significant difference in initial writing ability, a t test was used to analyze the final writing scores.

Within the limitations of this study and the validity and reliability of the measuring instruments utilized, the data would appear to support the following conclusions. The program teaching students to generate and answer questions while reading was effective in the improvement of reading comprehension. The gain in reading comprehension for the experimental group was statistically significant at the .01 level over the control group. The most significant gain occurred with the experimental subjects whose initial reading scores comprised the lower twenty-fifth percentile.

Teaching college students to generate and answer questions while reading was also effective in improving their rate of reading. While there was a statistically significant difference at the .01 level of the experimental group over the control group, the better readers--those in the upper fiftieth percentile--demonstrated the greatest gain in rate of reading.

This method of reading was also effective in improving the students' organizational skills in reading. There was a statistically significant difference at the .01 level in favor of the experimental group over the control group. Here again the tendency was for the poorer readers to show the most improvement.

The study also demonstrated that reading instruction is an apparently effective device to improve writing ability. The effectiveness of organizational skills in writing for the experimental group showed a significant difference at the .001 level over that of the control group. However, among the less able writers and readers a significant difference did not exist.

Thus, generating and answering questions that unlock the simple structure of the thought and detail of expository material while reading appears to be an effective device for both reading and writing improvement. In particular, it facilitates comprehension, increases rate of reading, and improves organizational skills in both reading and writing.

SURVEY OF READING AND STUDY SKILLS PROGRAMS IN ALABAMA'S STATE SUPPORTED 2-YEAR AND 4-YEAR INSTITUTIONS Order No. 8004533

BURDETTE, REBECCA, PH.D. *The University of Alabama*, 1979. 255pp.

The purpose of this study was to ascertain the state of the art concerning reading programs in 2-year and 4-year state supported institutions in the state of Alabama.

The problem was to provide a data base for existing reading programs, to offer suggestions for improving present reading programs, and/or to assist in new program development in postsecondary reading programs in Alabama.

In order to gather baseline data, a questionnaire was developed, validated, and distributed to 20 2-year state supported institutions and 14 4-year state supported institutions in the state of Alabama. There was a 85.2% response to the questionnaires. The questionnaire data were presented in tabular form using percentages.

Based upon a review of the literature and research, the following recommendations were made for implementing and/or improving reading/study skills programs in postsecondary institutions in Alabama. These recommendations were endorsed by a panel of postsecondary administrators and reading specialists both within and outside the state of

Alabama. (1) An administration should determine the need for a reading program. (2) Student placement into the reading program should be based on test scores, choice, teacher referral, and publicity. (3) Reading specialists should be selected by a committee of administrators, reading personnel, and faculty members. (4) Program design should include a learning laboratory and/or a structured reading program. (5) Reading specialists should set general and specific objectives for the reading program. (6) Both standardized and informal reading tests should be used for student evaluation. (7) A selected annotated list of software was presented that should be considered by reading specialists to improve reading and/or study skills. (8) A selected annotated list of hardware was presented that should be considered by reading specialists to increase student motivation. (9) Reading facilities should include an adequate location, a Department of Reading to house every reading course, and a sufficient working area for students and faculty. (10) In-service training sessions in reading should be encouraged for all faculty members.

THE EFFECT OF WRITING EXPERIENCES IN THE EXPRESSIVE MODE UPON THE READING SELF-ESTEEM, ATTITUDES AND ACADEMIC ACHIEVEMENT OF FRESHMEN IN A COLLEGE READING COURSE

Order No. 8000841

COLLINS, Carmen D'Andrea, Ed.D. Rutgers University The State University of New Jersey (New Brunswick), 1979. 165pp. Chairperson: Dr. Jonathan V. Klimo

Purpose

The purpose of this study was to investigate the effect of writing in the expressive mode upon the reading comprehension, self-esteem, attitudes, and academic achievement of college freshmen enrolled in a reading course. Four questions were posed:

1. Do poor readers who practice expressive writing as an integral and related component of a college reading course demonstrate greater gains in reading comprehension than students who receive reading instruction without a writing component?
2. Do students who practice expressive writing concurrently with reading instruction exhibit more positive self-esteem and attitudes at the completion of the course than students who receive only reading instruction?
3. Is there a relationship between a student's level of self-esteem and his/her amount of gain in reading comprehension?
4. Does a writing-reading curriculum increase college freshmen's academic achievement more than the traditional reading curriculum without a writing component?

Procedures

The population consisted of 69 Rutgers College second-semester freshmen whose Total Reading scores were in the lowest thirtieth percentile on the Nelson-Denny Reading Test and whose grade-point averages for the first half of freshman semester fell below the college requirement for continued matriculation.

The experimental group, consisting of 35 students, received reading instruction combined with expressive writing practice. The control group, consisting of 34 students, received reading instruction without the expressive writing component.

Subjects were posttested with an alternate form of the Nelson-Denny Reading Test and were invited to complete the Rosenberg Self-Esteem Scale, Whiteley Thoughts About Myself and School questionnaire, and the Rutgers College Study Improvement Program Course and Instructor Evaluation Form.

Results

At the end of the semester non-significant differences were found between the means of both groups with regard to self-esteem as measured by the Rosenberg Self-Esteem Scale and by particular items from the Whiteley Thoughts About Myself and School questionnaire. Non-significant differences were also found between the means of the two groups' grade-point averages and vocabulary gains on the Nelson-Denny Reading Test.

Statistically significant differences were found among the means of the experimental group with regard to comprehension ($p<.05$) and total scores ($p<.05$) on the Nelson-Denny Reading Test.

Statistically significant differences obtained through Chi Square analyses of individual question items were found in attitudes toward instruction. The experimental group's responses were significantly more positive in seven out of 12 items which were taken from both the Whiteley questionnaire and the Rutgers Study Improvement Program Course and Instructor Evaluation Form.

Significant positive correlations were obtained between the experimental group's Nelson-Denny gain scores and the Rosenberg self-esteem scores. Comprehension gain scores correlated with Rosenberg scores at the .001 level of significance while total reading scores correlated with Rosenberg at .01. In addition a significant positive correlation at the .05 level was obtained between the experimental group's comprehension gains and Primary Self-Esteem items from the Whiteley Thoughts About Myself and School questionnaire.

Conclusions

The findings of this study suggest that expressive writing practice combined with reading instruction has a positive effect upon college freshmen's reading comprehension and attitudes toward instruction.

Implicit in the results of this inquiry are the suggestions that (1) reading and writing share common cognitive learning factors, (2) the learning of one may be dependent upon the other or transferable from one to the other, (3) instruction in reading and writing should be confluent for optimum learning in both areas.

Finally, more research is needed to define the shared learning factors common to both reading and writing, and more college level studies are needed to clarify the role of expressive writing in the college curriculum.

AN INVESTIGATION OF THE WAIS PATTERNS OF COLLEGE FRESHMAN READERS

Order No. 8012671

EHRLICH, MYRNA SUSAN, ED.D. *Yeshiva University*, 1979. 228pp.

The purpose of this study was to investigate the WAIS patterns of college freshman readers. Subjects of the investigation were 110 freshman students from an urban four-year college in the New York metropolitan area. Forty-five subjects were members of the freshman class entering in September 1976; the remaining 65 subjects were members of the September 1977 entering freshman class. A stratified random sample was drawn, based on three levels of achievement in reading on the McGraw Hill Basic Skills System Reading Test. Students achieving at stanines one, two, and three were considered below average readers; stanines four, five, and six comprised the average group; seven, eight, and nine were the above average group. The WAIS was administered during the spring semester of their respective freshman year.

Procedures. Four null hypotheses were tested. The first null hypothesis investigated relationships between specific subtests of the McGraw Hill Reading Test and specific components of the WAIS. This null hypothesis was tested by multiple regression analyses. Findings indicated that there were significant relationships between parts of the McGraw Hill and components of the WAIS; the null hypothesis was rejected.

The second hypothesis was concerned with different patterns of performance of below average, average, and above average readers on WAIS subtests. A sub-hypothesis tested the ability of a set of WAIS subtests to discriminate between groups. Discriminant analysis revealed that it was possible to discriminate between groups with a high degree of accuracy by means of seven WAIS subtests, and that each group exhibited a distinctive pattern of performance on those subtests. Both null hypotheses were rejected.

The third hypothesis dealt with the Full Scale IQ of the three groups of college freshman readers. Analysis of variance followed by a Scheffé post hoc comparison revealed that there were significant differences among the Full Scale IQ scores of the three groups with scores parallel to level of achievement. This null hypothesis was rejected.

The fourth null hypothesis was concerned with differences between Verbal and Performance IQ for the three groups. Analysis of variance and a Scheffé were used. There were significant differences among Verbal IQ scores for the three groups; Performance IQ differences were significantly different between below average and average readers and between below average and above average readers, but not between average and above average readers, all in the expected direction. Comparison of mean Verbal and Performance IQ scores of each group revealed significant differences between Verbal and Performance IQ for average and above average readers, but not for below average readers.

Conclusions. The findings of this investigation offer evidence that (1) reading, as measured by the McGraw Hill Reading Test, is a verbally-mediated cognitive function and is representative of verbal intelligence; (2) skimming and scanning is a unique reading task; (3) there appear to be different WAIS subtest patterns for below average, average, and above average college freshman readers; (4) it is possible to assign below average, average, and above average college freshman readers to group membership with a high degree of accuracy on the basis of seven WAIS subtests rather than the eleven contained in the total WAIS; (5) general intelligence is highly related to success in reading, and college freshmen with a high Full Scale IQ will probably attain higher achievement in reading and in studies dependent on reading than freshman with lower Full Scale IQ scores (with all other related influences being equal); (6) potential for success for below average readers in academic endeavors is questioned because those students might not have developed verbal skills represented by the Verbal Scale of the WAIS and have not achieved average performance in reading; and (7) in general, relationships between intellectual processes measured by Wechsler subtests reported in the literature were supported by findings of this study.

A STUDY IN THE RELATIONSHIP BETWEEN COLLEGE STUDENTS' READING ABILITY AND THE READABILITY OF THEIR TEXTBOOKS

Order No. 8006259

GIORDANO, THEODORE BRUCE, PH.D. *The Florida State University*, 1979. 79pp. Major Professor: Edwin H. Smith

The purposes of this investigation were: (1) to determine the minimum reading ability needed by three-fourths or more of a college student population to effectively comprehend their assigned biology and sociology textbooks and (2) to determine the relative difficulty of answering the following four types of questions: recall, interpretation, synthesis, and evaluation.

To determine the reading grade equivalents of the college students in the sample, the *Nelson-Denny Reading Test*, Form C, was used.

The student's comprehension test scores were measured by an examiner-made comprehension test consisting of 270-330 word passages from three biology and three sociology textbooks with four questions immediately following each passage. Each question tested a different reading competency: recall, interpretation, synthesis, and evaluation. The independent level of comprehension was set at 75 percent.

The readability levels of the textbooks were determined by the Flesch and Dale-Chall Readability Formulae. Originally the Smith Readability Formula was also used. However, it was determined that the Smith Formula was inappropriate for the level of the materials.

The population for this study consisted of freshmen students in a state supported college in Southeastern United States. The students were administered the *Nelson-Denny Reading Test*, Form C, and an examiner-made comprehension test by this investigator.

The results of the testing were analyzed by the *Wilcoxon Signed-Rank Test* and the *Chi Square Test* at .05 level.

The conclusions reached were: (1) the minimal reading level needed to comprehend the biology and sociology textbooks studied was higher than the college freshman level, (2) on evaluation-type questions, students scored higher on the sociology section than the biology section of the test, and (3) on synthesis-type questions, students scored higher on the biology section of the test than the sociology test section.

The findings imply that success in the use of the reading competencies (drawing conclusions and finding the main idea) vary in degree due to subject matter.

A SURVEY OF THE PERSONAL READING HABITS OF A SELECTED GROUP OF ELEMENTARY CLASSROOM TEACHERS

Order No. 8003839

GOLDEN, CAROL JOHNSON, ED.D. *Indiana University*, 1979. 133pp. Chairperson: James Walden

Problem and Source of Data. The purpose of the study was to survey the personal reading habits of a selected group of elementary classroom teachers. An attempt was made to determine if the reading habits of elementary classroom teachers demonstrate an active interest in lifelong reading. A questionnaire was constructed for data collection purposes from the following six reading behavior indicators described in the literature: (1) Reading Frequency; (2) Diversity of Materials; (3) Verbal Statements; (4) Book Ownership; (5) Established Reading Pattern; (6) Library Use.

Procedures. The subjects were a random sample of the elementary classroom teachers employed in a Florida and a Washington school district. Responses were returned by 173 or 72 percent of the teachers asked to participate. Questionnaire items were scored either high or low and data were reported in frequency distributions for total instrument scores and individual item responses. The following personal characteristics were described as related to teacher readership: age, sex, marital status, children present in the home, grade level currently teaching, length of teaching experience, degree held, professional background, and participation in graduate course work. An analysis of variance was run to determine the difference between the high scoring respondents in the two samples.

Findings and Conclusions. Of the teachers sampled in the study, 47 percent received low scores on the survey instrument while 53 percent received high scores. It can be concluded that as a group elementary teachers do not demonstrate an active interest in general reading or in professional reading. A consistent book, magazine, or journal reading pattern for elementary teachers was not established, and a lack of professional reading both book and journal was evident.

The data collected indicated that the external factors of geographical location, marital status, children present in the home, and professional environment are related to the readership patterns of elementary teachers. Marriage was found to be negatively related to reading patterns of elementary teachers only during the first years of marriage. Teachers with school-aged children reported more active involvement in reading than did teachers without children or teachers with young children. The most significant personal variable found to be related to reading habits of elementary teachers was professional environment. A much larger percentage of those teachers coming from homes in which one or both parents completed a college degree demonstrated high active interest in reading than did teachers coming from homes where neither parent completed college.

At the time of the investigation, elementary classroom teachers were reading a book, were regular readers of one daily or weekly newspaper, were reading orally each day to their students, and were often recommending to others materials read and enjoyed. The personal variables of age, sex, grade level teaching, years of teaching experience, degree held, and current participation in course work were not found to be related to readership patterns among teachers.

The results of the analysis of variance test showed the sample of Washington teachers demonstrating significantly higher active interest in lifelong reading than the Florida teachers ($p < .05$). The Washington group listed more diverse book and newspaper reading and a scheduled daily reading time more often than did the Florida teachers ($p < .05$). That scheduled period usually occurred at school during Sustained Silent Reading time or at bedtime.

A COMPARISON OF RELATIONSHIPS BETWEEN READING ABILITY AND DEGREE OF SELF-ACTUALIZATION IN PROSPECTIVE ELEMENTARY AND SECONDARY TEACHERS

Order No. 8009612

HULSEY, CAROL LYNN, PH.D. *East Texas State University*, 1979. 183pp. Advisor: J. B. Wilson

Purpose of the Study. The major purpose of this investigation was to determine whether there were statistically significant relationships between reading ability, as measured by the *Nelson-Denny Reading Test* (Form C), and degree of self-actualization, as measured by the *Personal Orientation Inventory*, in selected groups of prospective elementary and secondary teachers.

Procedure. The sample included 368 elementary and secondary students enrolled in major-sequence teacher certification courses at East Texas State University, Commerce, Texas, during the fall and spring semesters of 1976-77. The sample was not randomly selected but was taken as in-class groups in order to manage the test administration. Permission was secured from each instructor to administer the instruments during one ninety-minute class period. The data were subsequently analyzed by utilizing the Pearson product-moment correlation coefficients to determine significance at the .05 level.

Findings. The following findings were the results of this investigation: (1) There was a statistically significant relationship between the reading ability of the selected prospective elementary and secondary teachers and their degree of self-actualization. (2) There was a statistically significant relationship between the reading ability of the female prospective elementary and secondary teachers and their degree of self-actualization. (3) There was no statistically significant relationship between the reading ability of the male prospective elementary and secondary teachers and their degree of self-actualization. (4) There was no statistically significant relationship between the reading ability of the selected prospective elementary and secondary teachers and their degree of self-actualization, according to age. (5) There was no statistically significant relationship between the reading ability of the selected prospective elementary and secondary teachers and their degree of self-actualization, according to race. (6) There was no statistically significant relationship between the reading ability of the selected prospective elementary and secondary teachers and their degree of self-actualization, according to educational level.

Conclusions. Based upon the findings of this study, the following conclusions were reached: (1) The reading ability and degree of self-actualization of the females were highly interrelated, while those of the males were not. (2) There is no statistically significant relationship between reading ability and degree of self-actualization according to race, age, and educational level when subjects are considered collectively. (3) Graduate students read better than undergraduate students. (4) Many Anglo prospective public school teachers have marginal reading abilities, and many Black prospective public school teachers can be considered functionally illiterate.

THE EFFECT OF INSTRUCTION IN CERTAIN CRITICAL READING SKILLS ON THE READING ABILITY OF COLLEGE FRESHMEN

Order No. 8013327

JACQUES, ROSE YESU, ED.D. *Boston University School of Education*, 1980. 631pp. Major Professor: Thomas E. Culliton, Jr.

Purpose. The purpose of this study was to determine whether instruction in certain critical reading skills would improve the overall reading ability of college freshmen. The skills of recognizing assumption, reasoning deductively, interpreting, drawing inferences, and evaluating arguments were the critical reading skills selected for inclusion in this study.

The procedures used in this study provided opportunities to investigate the above purpose and related questions. Therefore, the data were analyzed to discover: (1) The effect of training in certain notetaking techniques on the overall reading ability of college freshmen. (2) The effect of training in certain critical reading skills and certain notetaking techniques upon social science grades. (3) The effect of training in certain critical reading skills and in certain notetaking techniques upon growth in critical thinking abilities. (4) The influence of literal reading ability upon inferential reading ability. (5) The influence of literal comprehension upon critical thinking ability.

Procedures. The program used in this dissertation study consisted of three sets of study guides based on Boston University's College of Basic Studies freshmen social science reading assignments. The purpose of these study guides was to improve social science grades, overall reading ability, and critical thinking ability through instruction in outlining and notetaking techniques, literal comprehension skills, and critical reading skills. The program which ran for 13 weeks consisted of three experimental groups and one control group. After signing a consent form, the volunteer freshmen were randomly assigned to one of three groups using the study guides or to the control group which received no treatment. Study guides were distributed a week prior to the social science reading assignment due date. Completed guides were collected just before the readings were discussed in the social science team lecture. Checked guides were returned the day following this lecture. An optional notetaking workshop was held during the first week of the study for those using study guides which emphasized notetaking skills. The researcher was available to the participants in the study two days a week during every week of the study.

Testing and Data Analysis. Data were analyzed using analysis of covariance. The differences in pretest and posttest scores on the *Stanford Diagnostic Reading Test, Blue Level* (literal and inferential subtests and total score) and the *Watson-Glaser Critical Thinking Appraisal* (inference, recognition of assumption, deduction, interpretation and evaluation subtests and total score) were compared to determine if there were any significant differences between the experimental and control groups.

Findings and Conclusions. At the postsecondary level, academic progress in the content area, particularly in social science, can be enhanced through instruction in notetaking and outlining techniques, literal comprehension skills and critical reading skills. In this study the analysis of the data revealed that growth in inferential reading ability and overall reading ability occurred when college students were given instruction in notetaking and outlining skills, literal comprehension skills, and critical reading skills. Those students who received no instruction made no gains in inferential reading ability. Therefore, if teachers expect growth in these areas, they should teach to specifically improve these skills. Growth in critical thinking skills of college freshmen, generally, and particularly in the ability to evaluate arguments may be improved through instruction in literal comprehension skills and critical reading skills. When students at the college level are not given instruction intended to improve their critical thinking skills then no improvement is seen. However, with treatment geared to promote growth in this area, particularly instruction in literal comprehension and critical reading skills, college students do improve their critical thinking skills. Therefore, if teachers expect to promote growth in the areas of critical thinking, they should teach to improve these abilities directly and not rely on incidental learning. The informal survey conducted in this study revealed that college students themselves realize the benefits of additional instruction in the areas of reading and thinking skills.

A COMPARISON OF COMPUTER-BASED INSTRUCTIONAL MANAGEMENT AND INDIVIDUALLY PRESCRIBED INSTRUCTION IN THE TEACHING OF READING TO COMMUNITY COLLEGE STUDENTS

Order No. 8001672

KAHN, GLENNA SUE, PH.D. *University of Miami*, 1979. 165pp. Supervisor: Professor Helen K. Smith

Purpose. The purpose of this study was to compare a computer-based instructional management system and an individually prescribed instructional system in reading in relation to the following: (1) reading achievement, (2) attitudes toward reading, and (3) learning styles of community college students.

Problem. Two contrasting preferred learning styles, structured or unstructured learning conditions, were identified for the subjects. Data were collected to provide information for the following questions which were stated as research hypotheses and statistically analyzed at the .05 level of significance:

(1) What improvement will students make as measured by a standardized reading test following the use of a computer-based instructional management system or an individually prescribed instructional system?

(2) What effect does a computer-based instructional management system or an individually prescribed instructional system have on students' attitudes toward reading?

(3) What is the relationship between learning styles that students utilize and their performance and attitudes in reading when they are taught by a computer-based instructional management system or an individually prescribed instructional system? (a) Do students who prefer a structured learning style improve more and have more positive attitudes toward reading with computer-based instructional management than with individually prescribed instruction? (b) Do students who prefer an unstructured learning style improve more and have more positive attitudes toward reading with an individually prescribed instructional system than with computer-based instructional management?

Design and Procedures. The experimental design of this study was a 2 x 3 completely crossed fixed effects factorial design. The independent variables were learning style and instructional system. Dependent variables were scores on the Nelson-Denny Reading Test and on a researcher-constructed attitude scale. Canfield and Lafferty's Learning Styles Inventory was used to identify preferred learning styles. Analysis of covariance, the Scheffé technique, and the Newman-Keuls method were used for data analyses.

A sample of 230 community college students was selected according to specified criteria. The 175 experimental subjects were randomly assigned to either computer-based instructional management or individually prescribed instruction. The 55 control subjects attended a mathematics course.

Results. Although subjects in a computer-based instructional management system demonstrated significantly greater achievement in reading than subjects in an individually prescribed instructional system, they did not demonstrate significantly greater achievement than the control group.

Subjects who preferred a structured learning condition and were assigned to computer-based instructional management demonstrated both significantly greater achievement in and more positive attitudes toward reading than the following two groups: (1) subjects who preferred a structured learning conditon and were assigned to an individually prescribed instructional system and (2) subjects who preferred an unstructured learning condition and were assigned to a computer-based instructional management system.

The individually prescribed instructional subjects who preferred an unstructured learning condition demonstrated both significantly greater reading achievement and more positive attitude toward reading than those who preferred a structured learning condition.

Conclusions. Within the framework and limitations of this study three conclusions applicable to the community college level were drawn: First, a computer-based instructional management sytem is an effective system for use in an individualized reading program. Second, greater reading achievement results from congruent learning-instructional systems. Third, more positive attitudes result from congruent learning-instructional systems.

READING ACHIEVEMENT AND READABILITY OF JOB-ORIENTED WRITTEN MATERIALS IN RELATION TO JOB PERFORMANCE

Order No. 8010475

KEITH, JEANNINE B., ED.D. *University of Northern Colorado*, 1979. 100pp.

Purpose of the Study. The purpose of this study was to see if the readability of job-related manuals and the reading achievement of employees had any affect on job performance.

Procedures. After permission for this study was granted from Mountain Bell Telephone Company, a population of sixty employees from the areas of Directory Records Clerks, Switchmen, and Administrative Support Supervisors was drawn; twenty employees from each group were in each sample.

Six passages from job-related written materials in each of the three selected areas were analyzed for readibility. A computerized readability procedure, *Simple Test Approach for Readability*, developed by General Motors was used for the readibility estimates.

The *Davis Reading Test* was administered to the sixty employees. Breaking points at the 50th percentile for each of the three groups were determined from the scaled scores in order to categorize those employees who were reading at or above the estimated readibility level of the job-related materials and those employees reading below that level.

Job performance was evaluated by the immediate supervisor of each employee, and those evaluation scores were used in conjunction with the above data.

Analysis of Data. After readability levels of job-related materials were evaluated, reading levels of employees were established, and job performance ratings were measured, analysis of the variance of the means was employed. The .05 level of confidence was used to test the for hypotheses in the study.

Findings. Based on the hypotheses developed for this study, there was one primary finding: (1) Reading achievement seems not to affect job performance regardless of the job level within the telephone company.

Supplemental findings include: (1) A broad range in readibility levels existed between two of the three areas under study. (2) Based on a mean reading grade level of 15.3 for the three groups, the employees are good readers. (3) Job performance ratings for employees were consistently high.

Conclusions and Interpretations. Based on the findings of this study, three general conclusions were made: (1) Reading achievement of employees at Mountain Bell Telephone Company does not influence job performance. (2) Within this company, job-related materials appear to be written at an appropriate level for the employees. (3)Mountain Bell Telephone Company employees seem to be a very literate group of people.

Recommendations for Research. Recommendations for further research related to this investigation include: (1) This study could be replicated earlier in the tenure of employees with other areas of the telephone company. Earlier data collection could provide a greater range of performance ratings. (2) This study could be replicated in other business and industrial establishments where continuous evaluation is not a major factor within the company. (3) This same type of investigation could be undertaken in various branches of military service. (4) Research could be undertaken utilizing the same design with various governmental agencies, such as the Internal Revenue Service, which require citizens to complete forms, etc. (5) This study could be replicated in the educational setting where readibility levels of textbooks could be compared with student reading levels and performance in class and on examinations. (6) Many possibilities exist for estimating readability levels of written materials, then testing possible users of such information for reading achievement to see how well each correlates. Possible areas are do-it-yourself building, construction, and/or repair manuals and kits.

IMPROVING THE ACADEMIC PERFORMANCE OF MARGINAL FRESHMAN STUDENTS THROUGH REMEDIAL STUDY SKILLS TRAINING IN A UNIVERSITY

Order No. 8005467

KING, DENNIS FRANCIS, ED.D. *The University of Florida*, 1979. 166pp.
Chairman: Ralph B. Kimbrough

The purpose of this study was to learn whether either of two separate treatments would have a significant effect on improving the grade-point averages of marginal students who were on academic probation at Jacksonville University during the winter semester 1979 as a result of their academic performance during the fall semester 1978. The first treatment was a 15 hour, one credit hour study skills course which was given in conjunction wth the Brown-Holtzman Survey of Study Habits and Attitudes. The SSHA was administered as a pretest and as a posttest 11 weeks later. The second treatment was the SSHA given at 14-week intervals without benefit of an intervening study skills course.

The subjects for the study were freshmen who were on academic probation with grade-point averages of 1.000 to 2.000. Two subjects were admitted to the population because they were given special permission to re-enroll even though their averages were less than 1.000. A total of 63 subjects participated. Twenty-three subjects were in Group 1 and received the study skills treatment along with the SSHA. Nineteen subjects were in Group 2; they received the SSHA without study skills training. The control group of 21 subjects had no treatment whatsoever.

The statistical analysis of covariance performed on the winter grade-point averages of the two treatment and the one control group showed no significant difference among the three groups. It is possible that the differences among the three groups were due to chance. An F-ratio of 2.838 was found as a result of this analysis of covariance, and it was not significant at the .05 level.

A second analysis of covariance was performed on the scores of Groups 1 and 2 on the Brown-Holtzman Survey of Study Habits and Attitudes. The F-ratio of 4.209 was found to be significant at the .05 level indicating that differences between the two groups' scores were due to the difference in treatments.

While the treatments did not prove significant for improving grade-point averages, Group 1, which received remedial study skills training in addition to the SSHA, did attain a mean grade-point average of 2.204. In so doing, it was the only group to come off probation. Group 2 earned a mean grade-point average of 1.843 after treatment, and Group 3 earned a mean grade-point average of 1.788 for the same period.

The study skills treatment given to Group 1 proved to be significant for improving SSHA scores.

It is clear that study skills training can significantly improve SSHA scores and may improve grade point averages as well. More research should be conducted to see if grade-point average can be improved through different study skills curricula. Ultimately, if a study skills treatment can be perfected which will significantly improve academic performance, it can be used to decrease the dropout rate in colleges and universities.

AN EVALUATION OF THE USE OF TWO ELABORATION STRATEGIES TO FACILITATE THE RETENTION OF PROSE

Order No. 8004059

KREBS, EUGENE WILLIAM, PH.D. *Southern Illinois University at Carbondale*, 1979. 189pp. Major Professors: Dr. Jack Kelly and Dr. Jack Snowman

This study was undertaken to examine the relative effectiveness of the use of either the method of loci or prose analysis, used singly or in combination, as compared to students' typical study methods with prose.

The Wonderlic Personnel Test was used to measure mental ability levels and the Inventory of Learning Processes was used for assessing individual differences in learning processes. The students were randomly divided into four treatment groups: Loci (L), Prose Analysis (PA), Prose Analysis/Loci (PA/L), and Loci/Prose Analysis (L/PA). Three study/test passages were used as stimulus material. A four alternative, twenty-five item multiple choice exam was developed to assess the extent of the students prior knowledge of the passages. A scoring key which reflected the amount of information recalled was prepared in advance. Upon completion of the study of each passage the students were given nine long division problems as distractor tasks to ensure that all recalled information represented that stored in long-term memory. Free recall of the passages was required immediately after study and at two and four week intervals.

A review of the related literature revealed a long recorded history of the successful application of mnemonic devices. Although a wide spread use of simple memory devices was reported for college students, it was noted that most people are unaware of mnemonic principles. Mnemonics function through the analysis and organization of materials into interrelated parts which are integrated with the body of past learning. Most of the research used either lists of contrived passages as stimulus materials. By contrast much of what is learned in the classroom is presented as prose. The facilitative effect of mnemonics with prose is of the greater interest to educators. In order to achieve ecological validity in this study, textbook material was presented in a classroom setting over a regular semester.

The subjects for this study consisted in 96 students enrolled in a memory course which was offered jointly by the College of Human Resources and the Department of Guidance and Educational Psychology in the College of Education.

The results of this study showed superior recall for all treatments (L, L/PA, PA, PA/L) over the students' typical study methods. The main effects of treatment, IQ, passages, and recall were statistically significant ($p < .001$). Recall of all passages and conditions produced the following pattern: typical methods L < L/PA < PA < PA/L. The use of L in the L/PA sequence appeared to interfere with recall; in the PA/L sequence, L produced an additive effect.

Students with a high level of mental ability scored higher for all passages and recall conditions than did students with a lower level of mental ability as measured by scores on the Wonderlic Personnel Test. However, both high and low mental ability students did improve significantly during training.

It would seem that students who scored high on the synthesis/analysis and elaboration scales of the ILP would also score high on the recall of prose using the L and PA techniques since these methods require an analysis and elaboration of the passages. There was no significant relationship between high scores on these scales and recall indicated. Students who scored high on the study skills and fact retention scales of the ILP scored higher on the recall of prose using both the L and PA methods.

All students improved significantly in the learning and recall of prose as indicated by the results of this study. Therefore, it would seem to be advantageous to provide mnemonic training to college students.

THE EFFECTS OF BASIC LITERACY TRAINING ON PERFORMANCE IN OCCUPATIONAL TRAINING PROGRAMS IN THE U.S. ARMY

Order No. 8000865

LARSON, Gordon Alan, Ed.D. Rutgers University The State University of New Jersey (New Brunswick), 1979. 95pp. Chairperson: Gordon G. Darkenwald

This study used an experimental design procedure to determine if basic literacy instruction had an effect on performance in cook, truckdriver, and mechanic training courses at Fort Dix, New Jersey. The dependent variables used to assess training performance were attrition from training and time required to successfully complete each course.

A study group of 167 marginal readers was selected from a population of over 2,000 trainees assigned to Fort Dix for occupational training between April and August of 1977. The subjects were randomly assigned to experimental and control groups by social security number. The experimental groups received a six week prevocational literacy course in remedial reading and math emphasizing job-related skills prior to their assignment to occupational training. The control groups were assigned directly to their occupational training courses from basic training.

The study found that participation in literacy instruction had no effect on attrition from any of the job training courses. Literacy instruction had a slight but significant effect on time required to complete mechanic training, but no effect on time required to complete truckdriver or cook training.

Secondary analyses of the data collected revealed that training time in the mechanics course was not related to scores achieved on the standardized reading test administered during the sample selection ($r = -.09$) but training time was correlated with scores achieved on a HumRRO developed Job Reading Task Test of job-related literacy skills ($r = -.61$). A secondary analysis of attrition rates in the mechanic course for a sample of 543 trainees showed that reading achievement had no effect on attrition. A similar analysis of attrition for a sample of 1,859 trainees showed a significant relationship (chi-square = 45.7, df = 7) between reading ability and attrition from the basic phase of training which preceded the occupational training phase. This relationship was attributed to psycho-social factors, not yet identified, which contribute to both poor social motivation and poor reading performance rather than to deficiencies in reading ability per se.

The supply concluded that actual reading requirements of many semi-skilled occupational training programs are less related to common measures of general reading ability than has been previously asserted. Functional literacy in the occupational setting is situationally dependent and highly specific. Beyond the level of basic decoding occupational reading requirements bear little relation to reading skills taught and tested in the normal school environment. Additionally, it was concluded that occupational literacy requirements are often artificially inflated in job training by unnecessary reading assignments and written testing, and these requirements can be reduced through the use of self-paced training methods, audio-visual training devices, hands-on training, and performance-oriented testing.

READING PREFERENCES OF ADULT NEW READERS: FUNCTIONAL VERSUS RECREATIONAL READING

Order No. 8013388

LEMPEL, LYNN GILBERT, PH.D. *Syracuse University*, 1979. 125pp.

The last decade has brought a sharp increase in public awareness of illiteracy in the United States, and in the number of programs designed to combat illiteracy. Although reading instruction is a major component of such programs, there has been little systematic attempt to identify reading content preferred by undereducated adults.

Both the professional literature and current practice emphasize the importance of functional reading--reading which imparts information directly related to the carrying out of one's daily activities. Yet research among the general adult population has shown recreational reading (especially fiction and biography) to be most popular. Limited studies among adult new readers have been flawed methodologically and have yielded conflicting results.

Two major questions were addressed in this study: (1) Do intermediate-level adult new readers (those reading at a fourth through sixth grade level) express a consistent preference for either functional or recreational reading? (2) Can intermediate-level adult new readers anticipate what they will prefer reading?

Sixty-five intermediate-level Adult Basic Education students in Syracuse, New York, participated in the study. They first rated titles of 20 reading materials, along with brief descriptions of the materials, as to their expected degree of liking for each one. They then read selected passages from these materials and rated them again. The passages had been carefully selected to represent functional and recreational content areas, to appeal to an adult audience, and to measure below 5.5 on two readability formulas.

A *t* test with dependent observations revealed that on the basis of their reading of actual passages, these subjects did rate functional reading significantly higher than they rated recreational reading. However, subjects tended to rate all of the passages positively, and the absolute functional-recreational difference was small. There was evidence that preferences were not uniform among race, sex, and age subgroups; black students as a group expressed a particularly strong preference for functional materials.

These subjects were not well able to anticipate what they would like to read. For the 20 matched title-passage ratings, the median Pearson product-moment correlation was .18 (with a range of .42 to -.28). Prejudgments tended to be more accurate for functional passages (median $r = .25$) than for recreational passages (median $r = .06$).

To the publisher and teacher concerned with providing motivational materials for reading instruction, these results suggest that ABE students have a small preference for functional versus recreational reading, but that they like both types. In themselves, these students' ratings would not appear to justify the current heavy emphasis on functional content. However, the question of content cannot be considered apart from the broader issue of ABE program goals.

These results have two major implications for classroom practice. They suggest that some subgroups of the ABE population are likely to benefit more from a strong functional emphasis than are others. And they suggest that traditional interest inventories are a potentially misleading indicator of reading preference and hence of reading enjoyment.

Several follow-up studies are needed to extend this research. These would explore: the relationship between preferred content and reading achievement among ABE students; the differing preferences of age, sex, and ethnic subgroups; an assessment tool for determining students' reading preferences; preferred content areas within the overall functional and recreational categories; and the preferences of adult beginning readers.

ADJUNCT AIDES AND PROSE LEARNING
Order No. 8002302

McCRUDDEN, Thomas J., Ph.D. The University of Nebraska - Lincoln, 1979. 242pp. Adviser: John A. Glover

A series of three studies was conducted to investigate the effects of adjunct aides on prose learning. Study I examined the effects of high and low cognitive level objectives and underlining on prose learning. There were six conditions: read-only control group; low objective group; high objective group; low objective plus underline group; high objective plus underline group; and read plus underline group. A short term multiple choice retention measure was employed. Study II was similar to Study I with two exceptions. A much longer reading passage was used. The retention measure also included essay items. Study III investigated the effects of a "meaningful" objective. Meaningful was defined as directing the subject to think of an example from their own experience which illustrated a concept presented in the passage. There were four conditions: reading-only control group; a group which thought of the example used in the passage to illustrate a concept; a group which thought of an example from their own experience to illustrate a concept presented in the passage; the final group was similar to the previous with the additional direction to write the example. Subjects were undergraduate education majors. All retention measures contained high and low cognitive level items. No significant effects were found in any of the studies. The results were discussed, limitations of the study described, and implications for prose learning were presented.

A STUDY OF THE EFFECT OF A MINIMAL TRAINING AND PRACTICE PROGRAM IN EFFECTIVE READING FOR PROFESSIONAL ADULTS
Order No. 8010888

MUNNS, KENNETH LLOYD, ED.D. *University of Idaho*, 1979. 94pp. Chairman: Dr. Lewis B. Smith

The purposes of this study were: (a) to determine the effect of a training and practice program upon vocabulary growth, (b) to determine the effect of a training and practice program upon comprehension increase, (c) to determine the effect of a training and practice program upon reading rate increase.

The population for the study consisted of 46 faculty members of Eastern Idaho Vocational and Technical School. The subject pool (the entire faculty) was randomly assigned into two groups, the experimental group (E) and the control group (C). The experimental group (E) received three three-hour lecture sessions for a total of nine hours and a practice period covering three weeks. Treatment materials were developed by the researcher. Group (C) served as the control group and received no training.

The data were obtained by administering the *Nelson Denny Reading Test* Form C as pre-test and Form D as post-test to the subjects. Both groups were tested first on the initial day of the training program. Four weeks later both groups were again tested. Data from groups E and C were compared in order to determine the effect of the training program on group E. The statistical treatment of the data was conducted using an analysis of covariance.

The results of the study warranted three conclusions with respect to the particular population studied and within the limits imposed by the experimental design, the nature of the treatment materials, and the data gathering procedure. (1) The minimal training program had a significant, positive effect on the gain in vocabulary by the experimental group (group E) at the .0001 level of probability. (2) The minimal training program had a significant, positive effect on the gain in comprehension by the experimental group (group E) at the .0001 level of probability. (3) The minimal training program had a significant, positive effect on the gain in reading rate by the experimental group (group E) at the .0001 level of probability.

ACHIEVEMENT WITH TWO COLLEGE TEXTBOOK READING METHODS WITH CONSIDERATIONS FOR LOCUS OF CONTROL INFLUENCES
Order No. 8000202

OKEY, Linda Jane, Ed.D. West Virginia University, 1979. 330pp.

This study was conducted to evaluate the relative effectiveness of a Modified SQ3R Method and the Cornell Method as college textbook reading methods taught in a college content course. The study sought to examine the effectiveness of the methods in producing gains in academic achievement, reading ability, and textbook notetaking. In addition a measure of locus of control was taken in order to examine possible interaction of method and this personality variable. Finally, the possible interaction of method and initial reading ability was examined.

One hundred and sixty students enrolled in six sections of English Composition I, fall semester 1978–'79, at West Liberty State College, West Liberty, West Virginia, participated in the study with two sections receiving each treatment and two sections serving as no-treatment controls.

Following pre-testing for academic variables, reading variables, and notetaking variables, and for locus of control, each experimental group received 20 minutes of instruction in a reading method each week for 10 weeks as a part of their regular English class instruction using course content texts as the medium of instruction and practice. The Modified SQ3R Method is that proposed by Robinson in Effective Study (1946) modified to use post-questions and make explicit the jotting of questions and answers in the form of notes. The Cornell Method is that presented by Pauk in How to Study in College (1974), which consists of students taking notes on a subheaded section after reading and later extracting key words to act as review cues. Neither method was presented in the class composition textbook; the method was presented in class using textbook assignments for demonstration and practice.

Following the experimental teaching, post-test measures were taken. Delayed post-test measures were taken one semester after the end of instruction. Analysis by analysis of variance and Duncan's Multiple Range Test were performed for post-test gains and delayed post-test gains.

No significant differences were found between the experimental group and the control for academic variables for post-test gains. For the reading variable of rate, significant differences were found between the experimental and control group with achievement for controls. For the notetaking variable of note quality, significant differences were found between experimental groups and controls with achievement favoring experimental groups. There were no significant differences between groups for delayed post-test gains. There were no significant differences between the Modified SQ3R Method group and the Cornell Method group for either post-test or delayed post-test gains.

There were no significant interactions between method and locus of control for post-test academic gains. There was a significant interaction of method and locus of control for the reading variable of vocabulary, with gains favoring Modified SQ3R-High Internal. There was also a significant interaction of method and locus of control for the notetaking variable of retention with gains favoring control group-High Internal. For delayed post-test gains, there was a significant interaction of method and locus of control for the academic variable of GPA with achievement favoring Cornell Method-High Powerful Others. There were no significant interactions for post-test or delayed post-test gains for method and locus of control extremes. There were no significant interactions for post-test or delayed post-test gains for method and initial reading ability.

It was felt that the actual instruction time was too low to produce and sustain gains. Longer instruction and follow-up activities were suggested. Also the necessary disclosure of procedures to subjects was considered a prejudicing factor which may have affected the study. The Cornell Method was recommended over the Modified SQ3R Method in light of their lack of statistical differences. Further study of personality variables and reading, and of locus of control with repeated measures was recommended.

READING INTERESTS AND HABITS OF OLDER ADULTS

Order No. 8000205

REBOTTINI, SONDRA LEE, ED.D. *West Virginia University*, 1979. 214pp.

Today the concern about aging and older adults has become a viable issue. Researchers have begun to look extensively into all aspects of an older adult's life.

Purpose. The purpose of this study was to conduct a general survey of the reading habits and interests of older adults. It stressed exploration of those areas which gave an indication of older adults' interest and problems associated with reading. In general, this study was concerned with: types of reading material that interest older adults, the effect of gender, present economic level, socioeconomic level, educational level, and past economic level upon the older adult's reading interest, the amount of time an older adult spends reading, and the possible existence of physical, educational, or economic problems that may hinder reading.

METHOD OF DATA COLLECTION AND POPULATION Sample. Subjects were: at least sixty-five years of age, not involved in a fulltime occupational pursuit, mobile, and able to care for their own physical needs. The procedure for gathering information concerning these subjects and their reading interests revolved around using a diary and conducting individual interviews.

The analyses of the relationships between independent and dependent variables varied with individual combinations. Methods of analyses used were: One-Way Analysis of Variance, mean ratings, and frequency of occurange.

Results. Results have shown that older adults are interested in the same types of reading material as the general adult population. The survey of certain factors, i.e., gender, educational levels, socioeconomic levels, and present economic levels, indicated that they did have an effect upon reading interests. Trends indicated that subjects who were better educated, of a higher socioeconomic level, and had a higher present economic level read more books, magazines, and newspapers than did their counterparts. Data concerning the survey of the possible existence of physical, economic, and educational problems affecting reading suggest that although problems did exist, none were so great as to completely hinder reading activities.

Conclusion. Research in the field of gerontology concluded that retirement does affect the lives of older adults; this study suggests that reading interests and habits of these adults are also affected.

STUDENT READING LEVELS AND THE READABILITY OF SELECTED TEXTBOOKS AS PREDICTORS OF ACADEMIC ACHIEVEMENT

Order No. 8001041

RICE, Louise Allen, Ph.D. University of Georgia, 1979. 119pp. Supervisor: Dr. Byron Callaway

The purpose of this study was to investigate the reading levels of the freshmen enrolled in an introductory-level biological science course and/or an introductory-level western civilization course at Paine College during the fall and winter quarters of 1978–79. In addition this study was designed to investigate the readability level of the textbooks used in these two courses; to determine the relationship between the two; and to determine the effect that the relationship had on academic achievement in these two courses, as determined by final course grades.

The sample for this study included 86 Paine College freshmen, all of whom were enrolled in an introductory course in biological science and/or western civilization during either the fall and/or winter quarters of 1978–79. Of the total, 37 students were enrolled in biological science and 49 were enrolled in western civilization.

Reading scores for the sample were determined as a result of performance on the reading and vocabulary sections of the California Achievement Tests, Level 19, Form C. The mean total reading grade equivalency score was 9.7 for the sample. On the subtests the mean vocabulary grade equivalency was 9.7, while the mean comprehension grade equivalency was 9.5.

Textbook readability was assessed by the Dale-Chall Readability Formula. Both the introductory biological science text and the western civilization text had a corrected grade level of 13–15th. Grade level 13.0 was chosen as the readability level to be used in the analysis of data.

For the purpose of sampling students' attitudes toward and/or perceptions of each course, a course attitude questionnaire was prepared by the investigator and administered to the sample. A faculty interview questionnaire, with questions paralleling some of the items on the student questionnaire, was developed by the investigator and used in an interview session with each instructor. The purpose of this questionnaire was to examine the mode of classroom operation of instructors involved in the study and to examine their perceptions of students' interest, backgrounds, and abilities for the respective courses.

To determine whether significant relationships existed between student reading levels (total reading raw score) and achievement as determined by final course grades, the dependent variable, Pearson product-moment correlations were computed and tested at the .05 level of significance. Multiple correlation coefficients were computed using achievement as determined by final course grade as the dependent variable and vocabulary raw score, comprehension raw score, total reading raw score, and the difference between textbook readability and total reading grade equivalency score as independent variables. Sex, quarter enrolled in course, and whether or not students had been enrolled in a reading improvement course, although not hypothesized, were also tested for significance and results. Stepwise multiple regression analyses, using all possible combinations of the independent variables and other variables of interest, were computed in order to determine which combinations best predicted achievement. For biological science none of the independent variables correlated significantly with the criterion, achievement as determined by final course grade. Though sex, and sex and vocabulary were the highest correlates with the criterion, achievement, neither contributed a stable amount toward prediction of achievement. For western civilization the difference between textbook readability and total reading grade equivalency score was the highest correlate with the criterion, achievement as determined by final course grade. Moreover, this difference in combination with total reading raw score was found to be the best predictor of achievement in western civilization.

THE EFFECTS OF PRIOR KNOWLEDGE SUBSUMERS AND ADVANCE ORGANIZERS ON THE LEARNING OF UNFAMILIAR SCIENCE-RELATED MATERIAL AT THE COLLEGE LEVEL

Order No. 7928612

SCHWARTZ, Paul Jan, Ph.D. The University of Iowa, 1979. 108pp. Supervisor: Professor Lowell Schoer

The purpose of the present study was to assess the effects of a specially prepared advance organizer, level of relevant prior knowledge subsumers present in a learner's cognitive structure, and of the interaction of advance organizer and subsumer level, on the learning of unfamiliar science-related material at the college level.

A total of 80 undergraduate students enrolled in the Principles of Chemistry 1 course at the University of Iowa volunteered to participate in the experiment. The students were given a pretest (Cognitive Structure Exam) on the second day of class to determine the level of existing prior knowledge subsumers in their cognitive structure. Based on the frequency distribution of test scores, each student was classified as either a high or low superordinate learner. All of the students in each group (high and low) read and studied a learning passage containing information about the properties of plain carbon steel. One half of the students in each group were given an advance organizer passage. The other half were given a non-organizer introductory passage to read and study before the learning passage. The advance organizer passage was written at a higher level of generality, inclusiveness, and abstraction than the learning passage. After reading and studying the material for 30 minutes, all students were administered an achievement test consisting of 28 multiple-choice questions.

A 2 X 2 factorial analysis of variance design was used to analyze the data collected. Results indicated significant main effects for treatment and subsumer levels but no significant interaction was found.

The findings were discussed primarily in terms of their application to and support for Ausubel's theory of subsumption. The significant main effects provided support for Ausubel's theory regarding the ideational scaffolding provided by the advance organizer and the facilitation of learning new material when relevant prior knowledge subsumers are available. The results were also discussed in terms of their implications for education and future research.

THE EFFECTS OF DIFFERENT LEVELS OF COGNITIVE DEVELOPMENT UPON THE READING ACHIEVEMENT SCORES OF SELECTED COMMUNITY COLLEGE STUDENTS

Order No. 8005598

STEPHENSON, JANITH VEST, ED.D. *University of Houston*, 1979. 95pp. Chairman: Joanne P. Olson

The purpose of this study was to investigate the effect, if any, of students' operational levels on their growth in reading vocabulary, comprehension, and application level reading prior to and after a term of reading instruction in a community college reading program.

The subjects used in this study were eighty-two students who were enrolled in six classes of community college developmental reading on the basis of low appraisal test scores or difficulty in courses. The students ranged in age from seventeen to fifty-seven years, the average age being twenty-three.

The *Nelson Denny Reading Test* Forms C and D were used to assess reading vocabulary and comprehension. The students' scores on these tests served as their pre- (form D) and post-test (form C) scores. The test of application level reading, constructed by the investigator and evaluated by a panel of experts, consisted of passages which were taken from the *Nelson Denny Reading Test* in order to assure that the difficulty of each passage was equivalent in style and vocabulary to that of the other comprehension questions. The students' cognitive levels on various Piagetian tasks were assessed using the Lawson *Classroom Test of Formal Operations*, which consists of a demonstration by the investigator of fifteen items measuring conservation of weight and displaced volume, four items measuring proportional reasoning, and three items measuring probability.

The students received thirty hours of instruction distributed each week as follows: vocabulary skills, thirty minutes; study skills, twenty minutes; comprehension skills, fifty minutes; outside reading assignments, twenty minutes; and, individually prescribed practice in all skills, forty minutes. The various reading skills were introduced in either a large group or small setting using slide-tape or teacher demonstrations accompanied by some student practice activities.

The data was first examined using an analysis of variance to determine if students' cognitive levels were significantly related to their respective achievement in reading vocabulary, comprehension, and application level reading on both pre- and post-assessments. A multiple linear regression was used to prepare the data for an analysis of covariance to determine if the post-test scores added significantly to the prediction of the criterion.

Examination of the data revealed that ten percent of the subjects' scores reflected transitional operational performance, while only three percent reflected formal operational performance. Nineteen percent of the students demonstrated high concrete levels and sixty-eight percent demonstrated low concrete levels.

Statistical analysis of this study's data led to three significant findings. (1) Cognitive level on the Piagetian tasks as measured by the Lawson was significantly related to reading achievement on both the pre- and post-assessments in reading vocabulary, comprehension, and application level reading. (2) There was no significant relationship between the student's score on the Piagetian scale and the student's achievement in reading vocabulary after a semester of reading instruction. (3) There was a significant relationship between the student's score on the Piagetian tasks and the student's achievement in general reading comprehension and in application level reading.

The students who were poor readers were also found to be proportionally poor logical thinkers, a trait which appeared to negatively affect the amount of growth demonstrated in understanding what was read and in reading at the application level. The students' levels of operational thinking did not appear to affect growth in reading vocabulary.

On the basis of these conclusions, it seems clear that reading instruction in the community college must be structured to begin on a concrete level, giving the students a real opportunity to benefit from this instruction.

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